

**Arizona State Board of Education
Information Packet
Arizona LEARNS 2002**

On September 23, 2002, the Arizona State Board of Education (Board) must adopt the achievement profile formula for Arizona public schools, including charter schools, in order to complete the school classifications as required in ARS § 15-241 (Arizona LEARNS) on October 15, 2002.

The purpose of this document is to inform the Board of all the necessary decisions required to adopt the achievement profile and provide specific data to inform those decisions. This document includes an overview of the general process to produce the achievement profiles, a summary of the actions before the Board, specific numeric values associated with those actions and the administrative policies necessary to implement the achievement profiles.

The achievement profile was developed according to a research-based methodology by Arizona Department of Education (ADE) staff and members of the education community. The ADE will produce a technical report with specific formulas and supporting documentation.

I. GENERAL PROCESS TO PRODUCE THE ACHIEVEMENT PROFILES

The achievement profile for a public school includes a school classification and all related school improvement data. The general process to determine the achievement profile for each school is as follows:

- A. Identify the Baseline Group for each subject/grade combination
- B. Calculate total Growth Points for each subject/grade combination
- C. Determine the subject/grade value for each subject/grade combination
- D. Add all subject/grade values
- E. Evaluate the sum of subject/grade values according to the appropriate school classification scale

A. Identifying the Baseline Group

There are six (6) Baseline Groups created by five (5) different separation points. The separation points for each subject/grade combination are listed in Attachment One. Schools in Baseline Group 1 are below the Maintaining Line and can be classified only as either Under-performing or Improving.

BOARD ACTION: The Board must adopt the Baseline Group separation points in Attachment One.

B. Calculating Total Growth Points

Total Growth Points for each school and subject/grade combination are calculated by adding the following figures:

1. Elementary schools

(Reading and Mathematics)

- a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS over the 2000-2002 academic years and the percentage of students in the FFB performance level on the 2000 AIMS.
- b. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS over the 2000-2002 academic years and the percentage of students in the M/E performance levels on the 2000 AIMS.
- c. The Added Evidence Growth Points according to the average percentage of students making One Year's Growth (OYG) according to the Measure of Academic Progress (MAP) over the 2000-2002 academic years.
(see Attachment 2).

BOARD ACTION: The Board must adopt the Added Evidence Growth Points for MAP in Attachment 2.

(Writing)

- d. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2000-2002 academic years and the percentage of students in the FFB performance level on the 2000 AIMS.
- e. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2000-2002 academic years and the percentage of students in the M/E performance levels on the 2000 AIMS.
- f. The Added Evidence Growth Points based on the average percentage of students with an extended writing trait score of 24 or higher on AIMS over the 2000-2002 academic years (see Attachment 3).

BOARD ACTION: The Board must adopt the Added Evidence Growth Points for extended writing in Attachment 3.

2. High school

(Reading and Writing)

- a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2000-2002 academic years and the percentage of students in the FFB performance level on the 2000 AIMS.
- b. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2000-2002 academic years and the percentage of students in the M/E performance levels on the 2000 AIMS.

(Math)

- c. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2001-2002 academic years and the percentage of students in the FFB performance level on the 2001 AIMS.
- d. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001-2002 academic years and the percentage of students in the M/E performance levels on the 2001 AIMS.

C. Determining the Subject/Grade Value for Each Subject/Grade Combination

There are four possible subject/grade values zero (0), three (3), five (5) and seven (7). The determination of subject/grade values is based on the following table:

Table 1

Baseline
Group

6	7				
5	0	3	3	5	5
4	0	3	3	5	5
3	0	0	3	3	5
2	0	0	0	3	5
1	0	0	0	0	5

Maintaining
Line

-1.0 SD -.5 SD \bar{X} .5 SD 1.0 SD

A school with a three-year average of 90% of students Meeting or Exceeding the standards or higher in any subject/grade combination is awarded a subject/grade value of seven (7) for that subject/grade combination.

The growth cut points for each subject/grade combination are listed in Attachment 4.

BOARD ACTION: The Board must adopt the Growth Cut Points for each subject/grade combination in Attachment 4.

The achievement profile for high schools includes the Graduation and Annual Dropout Rates. The following table summarizes the Graduation and Dropout Rate targets.

Table 2

Baseline and Targets for Annual Dropout and Graduation Rates
High School Achievement Profile

Baseline*	Target**	Baseline*	Target**
Dropout Rate		Graduation Rate	
6-9%	1% Decrease	74-90%	1% Increase
> 9%	2% Decrease	< 74%	2% Increase

* The baseline is the 2000 academic year

** The Annual Dropout Rate targets are the difference between the baseline year and the three-year average for the 2000-2002 academic years. The Graduation Rate targets are the difference between the baseline year and the two-year average for the 2000-2001 academic years.

BOARD ACTION: The Board must adopt the Graduation and Dropout Rate targets.

D. Add All Subject/Grade Values

The subject/grade values for the Annual Dropout and Graduation Rate indicators will be awarded based on the following table.

Table 3

School met target in		Subject/grade Value
Graduation	Dropout	
90% or Greater 3-Year Average	6% or Less 3-Year Average	7
Yes	Yes	5
Yes	No	3
No	Yes	3
No	No	0

BOARD ACTION: The Board must adopt a method to assign a grade/subject value to the Annual Dropout and Graduation Rate indicators according to whether a school has met the targets.

E. Evaluating the Sum of Subject/Grade Values to Determine the School Classification

The subject/grade values are added to derive a sum for each school. The sum of all subject/grade values is evaluated according to the appropriate school classification scale to determine the school classification.

The ADE has created two options to assist the Board in adopting the school classification scales. These options are based on pivotal cases where the Board must provide guidance. The entire school classification scale can be developed based on the Board's decision in these pivotal cases. The key policy question before the Board is whether the school classification scales should reflect a more compensatory or a more conjunctive methodology. In a compensatory approach, higher subject/grade values can have enough influence to improve the school classification despite the presence of low subject/grade values. In a conjunctive approach, higher subject/values are less likely to compensate for the presence of low subject/grade values.

There are two pivotal cases where the Board must provide guidance. The first pivotal case involves breaking ties in cases where there are an equal number of adjacent subject/values. The second pivotal case involves the extreme scenario where a few number of the highest subject/grade value (7) can compensate for a larger number of the lowest subject/grade values (0). The following section includes examples and impact data for both the compensatory and conjunctive options. The Board may decide to break ties using the compensatory method and not allow extreme high values to offset the lowest values using the conjunctive method or vice versa.

Compensatory

Under this option, schools with an even number of subject/grade values and an equal number of adjacent values are given the *higher* classification, with the exception of the Excelling classification. The following example is the case where a school has six (6) subject/grade values, but the example is applicable to any even number of subject/grade values.

Table 4

Grade/subject Values						Class.
0	0	0	3	3	3	M
3	3	3	5	5	5	I
5	5	5	7	7	7	I

In addition, the presence of at least one of the highest subject/grade values (7) *can* compensate for a larger number of the lowest subject/grade values (0). The following example is in the case where a school has three (3) subject/grade value but is generalizable to other odd number of subject/grade values.

Table 5

Grade/subject Values			Label
0	0	7	M
0	0	5	U

School classification scales

The school classification scales under the compensatory option for the six (6) subject/value and three (3) subject value cases are as follows:

Table 6

Six subject/grade values

Classification	Scale	
Underperforming	0	8
Maintaining	9	23
Improving	24	41
Excelling	42	42

Table 7

Three subject/grade values

Classification	Scale	
Underperforming	0	5
Maintaining	6	11
Improving	12	20
Excelling	21	21

The school classification scales for the other subject/grade value combinations conform to the decisions consistent with the compensatory option and will be presented at the Board meeting.

Impact data

The impact data is an estimate. The impact data must be interpreted with the following cautions:

- Alternative schools are included
- Small schools have not been adjusted to remove low-performing outlier students
- Not all extremely small schools have been excluded
- Only schools with all necessary data are included (missing data has not been adjusted to a subject/grade value of zero and irregular cases have not been corrected)

Table 8

Compensatory Option: State level results

	Number of Subject/grade values				Total	
	3	4	6	9	Total	Percent
Underperforming	65	43	69	23	200	18%
Maintaining	98	132	232	85	547	48%
Improving	82	48	228	27	385	34%
Excelling	0	0	0	0	0	0%
Totals	248	227	535	144	1132	100%

Note: All cells represent the number of schools with the exception of the last column.

Conjunctive

Under this option, schools with an even number of subject/grade values and an equal number of adjacent values are given the *lower* classification. The following example is the case where a school has six (6) subject/grade values, but the example is applicable to any even number of subject/grade values.

Table 9

Grade/subject Values	Class.
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0	0	0	3	3	3	U
3	3	3	5	5	5	M
5	5	5	7	7	7	I

In addition, the presence of at least one of the highest subject/grade values (7) *can not* compensate for a larger number of the lowest subject/grade values (0). The following example is in the case where a school has three (3) subject/grade values, but is generalizable to other odd number of subject/grade values.

Table 10

Grade/subject Values			Label
0	0	7	U
0	0	5	U

School classification scales

The school classification scales under the conjunctive option for the six (6) subject/value and three (3) subject value cases are as follows:

Table 11

Six subject/grade values		
Classification	Scale	
Underperforming	0	14
Maintaining	15	24
Improving	25	41
Excelling	42	42

Table 12

Three subject/grade values		
Classification	Scale	
Underperforming	0	8
Maintaining	9	12
Improving	13	20
Excelling	21	21

The school classification scales for the other subject/grade value combinations conform to the decisions consistent with the conjunctive option and will be presented at the Board meeting.

Impact data

The impact data is an estimate. The same cautions listed in the compensatory options also apply to the impact data in the conjunctive option.

Table 13

Conjunctive Option: State level results						
	Number of Subject/grade values				Total	
	3	4	6	9	Total	Percent
Underperforming	91	68	134	51	344	30%

Maintaining	73	120	201	65	459	41%
Improving	81	35	194	19	329	29%
Excelling	0	0	0	0	0	0%
Totals	248	227	535	144	1132	100%

Note: All cells represent the number of schools with the exception of the last column.

BOARD ACTION: The Board must adopt a school classification scale for every possible subject/grade combination. The Arizona Department of Education has provided two different sets of school classification scales and the Board may adopt one.

II. PROCESS TO IDENTIFY UNIQUE SCHOOLS

- A. Small Schools Adjustment
- B. Alternative Schools

A. Small Schools Adjustment

A small school is defined in ARS § 15-241 as a school with a student count of less than 100 as determined by unweighted Average Daily Membership (ADM). For every subject/grade combination with 16 or more students tested, the ADE will adjust the school's data to remove low-performing outlier students and complete the conventional process to produce an achievement profile. If after the adjustment the subject/grade value is changed, the school shall receive the higher of subject/grade value.

B. Alternative Schools

A public school desiring identification as an ***alternative school*** must apply to the Arizona State Board of Education for such status. These schools must be separate entities according to Arizona school finance provisions (funded as a school, reported as a school, etc.). **Alternative school status will *not* be granted to a program within a school.**

1. Alternative School Definition

An ***alternative school*** is a school that the Arizona State Board of Education has determined meets ***all*** of the following criteria:

- a. A school operated by a school district must have adopted a mission statement that clearly identifies its purpose and intent to serve a specific student population (please see criterion #3) that will benefit from an alternative school setting. A charter school must be expressly chartered to serve a specific student population that will benefit from an alternative school setting. (Note: The school's mission statement or charter must be communicated to the public.)
- b. The educational program and related student services of the school must match the mission or charter of the school.
- c. The school must intend to serve students exclusively in one or more of the following categories:
 - Students with behavioral issues (documented history of disruptive behavior)
 - Students identified as dropouts

- Students in poor academic standing who are either severely behind on academic credits (more than one year) or have a demonstrated pattern of failing grades
- Pregnant and/or parenting students
- Adjudicated youth
- d. Any school offering secondary instruction for academic credit used to fulfill Arizona State Board of Education graduation requirements (in part or in full) must offer a diploma of high school graduation.

Please Note: No public school district may have more than ten percent (10%) of their total student population attending an alternative school or any combination of alternative schools served by the district at one time. Smaller districts, if they wish, may participate in the development of a “consortium” alternative school.

2. Achievement Profile for Alternative Schools

- a. Ninety-five percent (95%) of students taking Arizona’s Instrument to Measure Standards (AIMS)

Criteria: The ADE will develop a consistent formula to determine the percentage of students taking AIMS for all public schools and will apply this formula to alternative schools.

- b. Decrease Dropout rate

Criteria: Alternative schools will have the same Annual Dropout Rate targets as conventional public schools (see Table 2).

- c. Increase the percentage of graduates who demonstrate proficiency on the Standards via AIMS.

Criteria: The 2002 academic year is the baseline. Every alternative school is expected to have 100% of graduates demonstrate proficiency of the Standards via AIMS by 2006. The expected annual progress for each alternative school is calculated as follows:

1. Subtract the percentage of graduates who also demonstrate proficiency of the Standards on the 2000 AIMS from 100%.
2. Divide the remainder by four (4).

The ADE will report the progress of all alternative schools to the Board in Fall 2003. The first school classification for alternative schools will be provided in Fall 2004.

BOARD ACTION: The Board must approve the definition, criteria and timeline for the alternative schools achievement profile.

III. ADMINISTRATIVE POLICIES

- A. Schools not receiving a label on October 15, 2002
- B. Missing Data

A. Schools Not Receiving a Label on October 15, 2002

1. New schools – defined as schools that opened for the first time after Summer 2000. Once a school has been operational for three (3) test administrations, the school will receive an achievement profile.

2. K-2 schools – defined as schools that serve any combination of grades from kindergarten to second grade and do not serve students in grades three (3) or higher.
3. Accommodation schools – see statute for definition
4. Extremely small schools – defined as schools with less than 16 students in over 1/3 of all possible subject/grade combinations. Schools with at least 16 students in 2/3 or more of all possible subject/grade combinations will receive an achievement profile based on the data available.
5. Alternative schools – includes all schools that have indicated their intention to apply to the Board for alternative school status. If a school is not granted alternative school status, the school will be evaluated according to the conventional achievement profile process adopted by the Board for other schools that serve students in similar grade levels (See the Alternative School section for the achievement profile criteria and formula for schools granted alternative school status by the Board).

B. Missing Data

A school that has not provided the necessary data for any subject/grade combination shall receive a subject/grade value of zero (0) for that subject/grade combination.

BOARD ACTION: The Board must approve the preceding actions/policy decisions.

IV. REVIEW

The Board shall review the achievement profile formula on an annual basis.